***(W)****3.1 Students will understand that it is important to know the balance between carbohydrates, fats, and protein percentages in regards to recommended daily intake* ***(Where)****, Without the proper balance of fats, carbohydrates, and proteins a person could become ill. This can/will be applied to your own diet.* ***(Why)***Students develop and analyze a plan to attain a personal health goal.***(What****)****(H)*** *3.2 Engage students by using a video clip from Fat, Sick, and Nearly Dead. http://www.youtube.com/watch?v=kwqExObifXM* ***(Hook)******(E)****3.3 Students will know the terms; Calories, Macro-nutrients (definitions of each), Micro-nutrients (definitions of each), Minerals, Supplement, Vitamins (water soluble and fat soluble). Health risks related to poor eating habits. Daily recommended values. (****Equip****) Students will use a Cause and Effect graphic organizer to list how too many or too little macro-/micro-nutrients effect the body. Students will each create a visual that represents either too many or too little and then the class will do a Gallery Walk. Students will fill their graphic organizers out during the Gallery Walk..(****Explore****) Individually, each student will be asked to create and account on FitDay.com which is a free online resource, they can use their school laptops and email. They will record all the food they eat/drink as well as any activities they do (this includes sleeping, cleaning, etc.) for at least 3 days. They will then reflect on the balance of their own diet in relation to fat, carbohydrate, and protein percentages by writing a reflection paper.(****Experience****)****(R)****3.4 Students will check for their understanding by doing a Quick Writes activity and taking a specific experience they have had, this will not be shared with the class, only the teacher will see it. (****Rethink),*** *Self-Assessment using a Checklist will allow students to have a guideline of what they must do before they write the paper and what the paper must include.* ***(Rethink/Revise),*** *A checklist will also be used by the teacher throughout this small project to make sure students have logged their food/activities for at least 3 days, as well as use it as a means of making sure key points are elaborated on in a meaningful/personal way in the reflection paper.(****Revise****/****Refine****),****(E)****3.5 Formative Assessment -* ***Checking for Understanding****: Quick Writes* ***Timely Feedback:*** *Self, Teacher.* ***(Evaluate****)****(T)*** *3.6* ***Tailors******Verbal:*** *Daily presentations and discussions posed by teacher.****Logic:*** *Daily intake will be changed into percentages of total daily intake.****Visual:*** *Students will use FitDay, which uses visuals and charts, to understand their own intake in terms of percentages.****Musical:******Kinesthetic:*** *Students will do a gallery walk which will allow them to get up and learn the objectives.****Intrapersonal:*** *The Quick Writes assignment allows students to individually reflect on their knowledge.****Interpersonal:*** *Cooperative learning activity.****Naturalist:******(O)****3.7 Students will be able to reflect on the balance of their own diet in relation to fat, carbohydrate, and protein percentages.* ***(Self-Knowledge)******Product:*** *Log on FitDay,* ***Number of Days:*** *1 days (****Organize****)*